**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: September 5, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 2 (T-Chart)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Reading Street 2.1 textbooks (Ronald Morgan Goes to Bat by Patricia Reilly Giff)** * **Copy of T-Chart** * **Document camera** * **T-Chart anchor chart (on large chart paper)** * **Paper** * **Pencils** * **Art supplies** * **T-Chart Rubric** | | | | * **character** * **plot** * **setting** * **problem** * **solution** * **organization** * **story map** * **T-chart** * **challenge/event** * **response** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared  Guided Practice   * Independent | **Writing**  **Standards:**  **W. 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 - Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 - Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 - Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   * **I can create a graphic organizer and use it to write a detailed story.**   **Instructional Plan:**   * **Prompt: Write about a special time you spent with a friend.** * **Model rereading for editing/revising.** * **Students can begin editing/revising their first draft.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Reading**  **Standards:**  **RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **I Can Statement(s):**   * **I can read a story and create a T-Chart to identify challenge’s and the character’s response to the challenge.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**   * **Take out Reading Street textbooks 2.1 – Ronald Morgan Goes to Bat by Patricia Reilly Giff.** * **Student work independently to complete a T-chart (referring to the anchor chart completed in class for Iris and Walter).** * **Remind students to refer to the T-Chart Rubric to ensure that they are meeting all requirements.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared   * Guided Practice   Independent | **Word Study**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Making Words activity – page 14d in Reading Street Teacher’s Edition (short vowel words)** | | | | |
| **Closing/Summarizing Strategy** | * **Review of “I Can” statements.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add another column to the T-chart explaining how he/she would have responded to that event/challenge and why.** | | **Teacher identifies the number of characters and/or challenges for student.** | | | **Language proficiency levels will be taken into account to modify the assessment if needed to ensure success.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student T-chart and T-Chart Rubric | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*